DOCUMENT RESUME

ED 279 374 JC 870 132

TITLE Transfer Student Follow-Up Report: A Follow-Up of 1979 and 1984 Students Who Transferred from Cuyahoga Community College to Two Area Universities.
INSTITUTION Cuyahoga Community Coll., Cleveland, Ohio.
PUB DATE Mar 87
NOTE 27p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Academic Persistence; Articulation (Education); *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; Graduate Surveys; Higher Education; School Holding Power; *Student Characteristics; Two Year Colleges; *Two Year College Students; Universities

ABSTRACT

A study was conducted at Cuyahoga Community College (CCC) in Ohio to describe the nature and progress of former CCC students who transferred to Cleveland State University (CSU) and Kent State University (KSU) in 1984. The study tracked students for 3 years, from 1979 to 1982, examining transfer, persistence, and graduation rates. A comparison of the data from a previous study of students who transferred to the universities in 1979 revealed: (1) 429 students transferred to CSU in 1979, compared to 560 students in 1986; (2) between 1979 and 1984, the demographic characteristics of the transfer students changed slightly with the average age of transfer students increasing at both universities; (3) while the proportion of females transfering to CSU increased the proportion transferring to KSU decreased; (4) only 10%-11% of the students had been out of school for more than a year before transferring; (5) the number of student credits accepted by the universities increased since 1979; (6) during the period between 1979 and 1982, 32.4% of the students who transferred to CSU obtained bachelor's degrees; (7) transfer students at both universities showed increasing grade point averages as they progressed at the four-year colleges; and (8) more than 63% of the students at CSU and KSU attended at least three terms. The survey instrument designed to solict transfer students' perceptions of their two-year and four-year college experiences is appended. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279374

Cuyahoga Community College

TRANSFER STUDENT FOLLOW-UP REPORT

(A FOLLOW-UP OF 1979 AND 1984 STUDENTS WHO TRANSFERRED FROM CUYAHOGA COMMUNITY COLLEGE TO TWO AREA UNIVERSITIES)

JC 870 132

MARCH, 1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. D. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

TRANSFER STUDENT FOLLOW-UP REPORT

TABLE OF CONTENTS

	Page
I. INTRODUCTION.....	1
II. METHODOLOGY AND REPORT STRUCTURE.....	1
III. DATA ANALYSIS.....	3
• How many Cuyahoga Community College students transfer to Cleveland and Kent State Universities?.....	3
• What are the demographic characteristics of students who transfer to these two institutions?.....	4
• How long after attendance at Cuyahoga Community College did students transfer to four-year schools?.....	7
• How many credits had students earned before transferring?...	8
• Which Cuyahoga Community College courses do students feel should be accepted for transfer?.....	9
• How academically successful are students at the four-year institutions to which they transfer?.....	10
• Student Evaluation of Transfer Experience?.....	13
IV. CONCLUSION.....	15

TRANSFER STUDENT FOLLOW-UP REPORT

(A FOLLOW-UP OF 1979 AND 1984 STUDENTS WHO TRANSFERRED FROM CUYAHOGA COMMUNITY COLLEGE TO TWO AREA UNIVERSITIES)

I. INTRODUCTION

Like the 1985 Transfer Student Follow-up Study of 1979 students, the current study seeks to describe the nature and progress of former Cuyahoga Community College students who transferred to Cleveland State and Kent State Universities in 1984. The purpose of such follow-up is to enable the College to more fully realize its commitment and goal of enhanced access to postsecondary education beyond its own lead for students, a majority of whom reside in or near the Greater Cleveland Metropolitan community.

In the Fall of 1984, the College launched its Center for Articulation and Transfer Opportunities as evidence of its commitment to student access and success at each level of education. The Center is both a catalyst and coordinator for articulation and transfer initiatives and an information repository for longitudinal research and follow-up related to such efforts. The earlier transfer student follow-up study of students transferring in the Fall of 1979 provided useful baseline data from which to evaluate the College's increasingly focused articulation efforts. This study is the second of its kind. A study of students who transferred from Cuyahoga Community College in 1985 is currently underway. It will also continue to track the progress of the students who transferred in 1984. Table 1 summarizes number of students who have transferred from Cuyahoga Community College to other state supported institutions since 1981.

Two institutions, however, are considered the primary receiving institutions for former Cuyahoga Community College students -- Cleveland and Kent State Universities. The current report is limited to students who transfered to these two schools in 1979 and 1984.

Both studies examine transfer rates, persistence rates, and graduate rates for transfer students in both universities In the 1979 study, students were tracked for three years 1979 to 1982. This study tracks students for the years 1984 to 1986.

II. METHODOLOGY AND REPORT STRUCTURE

This two year period selected for the 1984 transfer students was chosen in order to give an indication of the long-term success of transfer students. It was also chosen so that comparisons could be made easily with the study of students who transferred in 1979.

The same methodology was used in both studies in order to ensure that viable comparisons could be made.

Table 1

CUYAHOGA COMMUNITY COLLEGE STUDENT TRANSFER SUMMARY REPORT
FALL 1981-1986

YEAR / NUMBER OF STUDENTS TRANSFERRING FROM CCC	STATE SUPPORTED FOUR-YEAR COLLEGES/UNIVERSITIES											
	AKRON UNIV.	BOWLING GREEN UNIV.	CENTRAL STATE UNIV.	UNIV. OF CINCINNATI	CLEVELAND STATE UNIV.	KENT STATE UNIV.	MIAMI UNIV.	OHIO STATE UNIV.	OHIO UNIV.	TOLEDO UNIV.	WRIGHT STATE UNIV.	YOUNGSTOWN UNIV.
1981	N/A	22	3	10	549	136	5	25	20	12	3	5
1982	90	16	5	7	546	140	3	29	17	8	4	11
1983	78	29	3	7	502	139	0	65	5	17	3	9
1984	98	18	2	13	469	133	2	47	16	16	3	11
1985	71	21	N/A	6	453	115	2	36	17	12	9	5
1986	104	25	N/A	10	560	170	1	36	21	24	3	15

The questions selected for study were as follows:

- How many Cuyahoga Community College students transferred to this Institution?
- What were the characteristics of transfer students?
- How long after attendance at Cuyahoga Community College did they transfer?
- How many credits had they earned before they transferred?
- How many credits were typically accepted by the receiving four-year institution?
- How academically successful were students at the receiving institutions?

As could be expected in developing cooperative arrangements for student follow-up data reporting, there were some issues in collecting the requested data from the two institutions. Without a state required student follow-up reporting system, individual institutions vary in their interest, hence the quality of their tailor made tracking system. Data available from Kent State University was more complete. Data available from Cleveland State University required a great degree of calculation or was unavailable.

The students who comprised the population of study consisted of 462 Cuyahoga Community College students who transferred to Cleveland State and 133 who transferred to Kent State in the Fall of 1984. They were followed for six quarters. Summaries of the information provided by the two universities along with appropriate comparisons with results from the 1979 study are arranged in order of the study questions outlined above. These results are complimented by the assessments of students as responded to in a mailed questionnaire concerning their transfer experiences.

III. DATA ANALYSIS

How many Cuyahoga Community College students transfer to Cleveland and Kent State Universities?

Cleveland and Kent State Universities are the two major 'receiving' institutions for Cuyahoga Community College transfer students. These schools have occupied this position over the course of many years. Ohio's Transfer Mobility Report records new transfer students for most of the public institutions each Fall. Table 2 shows the number of students who transferred to each of these two institutions in 1979, 1984, 1985 and 1986.

Table 2

ENTERING TRANSFER STUDENTS FROM CUYAHOGA COMMUNITY COLLEGE
TO AREA UNIVERSITIES

"RECEIVING" UNIVERSITY	ENTERING CLASS OF 1979	ENTERING CLASS OF 1984	ENTERING CLASS OF 1985	ENTERING CLASS OF 1986
Cleveland State University	429	469	453	560
Kent State University	162	133	115	170

Over these years, although transfer enrollment at both schools has varied, in 1986 more students transferred to both schools than any previous year.

What are the demographic characteristics of students who transfer to these two institutions?

Between 1979 and 1984, the demographic characteristics of transfer students changed slightly. In spite of this, the transfer students attending Kent State tend to be younger than those attending Cleveland State. Cleveland State also tends to attract a higher proportion of black and women students than does Kent State. The demographic profile of transfer students is shown separately for 1979, 1984 and 1985 in Tables 3 and 4. The demographic characteristic of Cuyahoga Community College's student body is also shown.

Table 3a

AGE OF CUYAHOGA COMMUNITY COLLEGE TO CLEVELAND AND KENT STATE UNIVERSITY TRANSFER STUDENTS (1979)*

AGE	CLEVELAND STATE		KENT STATE		CUYAHOGA COMMUNITY COLLEGE	
	NBR	PCT	NBR	PCT	NBR	PCT
15-19	17	4.9	29	17.9	5,411	20.1
20-24	198	56.3	86	53.1	7,044	26.2
25-29	86	24.4	29	17.9	5,204	19.4
30-34	21	6.0	11	6.8	3,480	13.1
35 and over	30	8.5	53	11.5	5,739	21.4
Average Age	25.39 yrs.		23.34 yrs.		28.2 yrs.	
TOTAL	352**		162			

*1979 Cleveland State University Age data is taken from a Cuyahoga Community College Transfer Analysis.
**Data totals differ due to cases with missing data.

Table 3b

AGE OF CUYAHOGA COMMUNITY COLLEGE TO CLEVELAND AND KENT STATE UNIVERSITY TRANSFER STUDENTS (1984)

AGE	CLEVELAND STATE		KENT STATE		CUYAHOGA COMMUNITY COLLEGE	
	NBR	PCT	NBR	PCT	NBR	PCT
15-19	34	7.3	22	16.49	3,610	14.2
20-24	197	42.7	80	60.4	7,695	30.3
25-29	111	24.0	13	9.7	4,902	19.2
30-34	67	14.6	8	6.0	3,475	13.6
35 and over	53	11.5	10	7.5	5,738	22.6
Average Age	27.19 yrs.		23.54 yrs.		28.6 yrs.	
TOTAL	462**		133			

For both schools, there is a trend for the average age of transfer students to increase. The trend, though is more pronounced at Cleveland State. Both schools, however, attract students that are younger than the overall average college age of about 28 years. Additionally, the students transferring to Cleveland State with an average age of about 26 are more representative of the general two-year transfer pattern according to a 1985 College Board study titled Today's Urban University Students.

Table 4a

SEX OF CUYAHOGA COMMUNITY COLLEGE TO CLEVELAND AND KENT STATE UNIVERSITIES TRANSFER STUDENTS (1979)

SEX	CLEVELAND STATE		KENT STATE		CUYAHOGA COMMUNITY COLLEGE	
	NBR	PCT	NBR	PCT	NBR	PCT
Male	188	53.6	64	39.5	10,130	38.9
Female	163	46.4	98	60.5	15,936	61.1

Table 4b

SEX OF CUYAHOGA COMMUNITY COLLEGE TO CLEVELAND AND KENT STATE UNIVERSITIES TRANSFER STUDENTS (1984)

SEX	CLEVELAND STATE		KENT STATE		CUYAHOGA COMMUNITY COLLEGE	
	NBR	PCT	NBR	PCT	NBR	PCT
Male	219	47.4	62	46.39	9,655	38.0
Female	243	52.6	74	53.8	15,766	62.0

As Table 4 shows, there has been an increase in the proportion of females transferring to Cleveland State while there has been a decrease in the proportion of females transferring to Kent State. The Kent State decline appears to be due largely to a decline in females enrolling. Cuyahoga Community College has a predominately female student population (61-62%). The rate of female student transfer to both schools in 1984 compares more favorably with Cuyahoga Community College's overall female enrollment level.

Table 5a

RACE OF CUYAHOGA COMMUNITY COLLEGE TO CLEVELAND AND KENT STATE UNIVERSITIES TRANSFER STUDENTS (1979)*

RACE	CLEVELAND STATE		KENT STATE		CUYAHOGA COMMUNITY COLLEGE	
	NBR	PCT	NBR	PCT	NBR	PCT
Black	53	20.0	26	16.0	7,026	26.0
White	209	78.9	132	81.5	18,917	70.0
Other	3	1.1	4	2.5	1,062	4.0

*1982 data is used since 1979 college records are largely incomplete and would bias the comparison.

Table 5b

RACE OF CUYAHOGA COMMUNITY COLLEGE TO CLEVELAND AND KENT STATE UNIVERSITIES TRANSFER STUDENTS (1984)

RACE	CLEVELAND STATE		KENT STATE		CUYAHOGA COMMUNITY COLLEGE	
	NBR	PCT	NBR	PCT	NBR	PCT
Black	91	19.7	21	15.79	6,454	25.4
White	293	63.4	111	82.8	17,457	68.6
Other	78	16.9	2	1.5	1,531	6.0

The "natural" transfer trend to both schools showed a slightly decreasing percentage of black transfer students between 1979 and 1984. This points up the increased necessity to strengthen these efforts even more for students within its urban community.

How long after attendance at Cuyahoga Community College did students transfer to four-year schools?

Most Cuyahoga Community College students do not wait long after leaving Cuyahoga Community College to return to college. Only one in ten had been out of school for more than a year before transferring in 1979. In 1984, this percentage had increased slightly to 10.9% at Cleveland State. Table 6 compares the last term enrolled at Cleveland and Kent State for 1979 and 1984.

Table 6

LAST TERM ENROLLED AT CUYAHOGA COMMUNITY COLLEGE BEFORE TRANSFERRING TO CLEVELAND STATE AND KENT STATE UNIVERSITIES (1979 & 1984)

LAST ENROLLMENT AT CCC	TRANSFER CSU/1979	TRANSFER KSU/1979	TRANSFER CSU/1984	TRANSFER KSU/1984
Earlier than 1 year	10.0%	12.2	10.9%	12.9%
Fall term (1 year earlier)	4.1%	6.7	4.3%	6.5%
Winter term (3 terms earlier)	3.5%	6.8	8.7%	6.5%
Spring term (2 terms earlier)	27.1%	28.2	30.4%	29.0%
Summer term (1 term earlier)	17.9%	20.1	17.4%	19.4%
Re-enrolled at CCC (after transfer)	37.2%	26.0	28.3%	25.8%

Along with not waiting long to begin their four-year college careers, many (from 37% to about 26%) of Cuyahoga Community College's students either return to the College for courses or maintain concurrent enrollments at both Cuyahoga Community College and the four-year school. The number of students returning to Cuyahoga Community College from Kent State is proportionately fewer since Kent State University transfers are usually younger and have demonstrated the means (economically) by which to transfer to an out-of-town University.

How many credits had students earned before transferring?

The number of student credits accepted by these two major "receiving" institutions has increased since 1979. Table 7 shows data from student responses to a survey of Cleveland State students and the average number of hours shown by institutional data from each school as accepted from Cuyahoga Community College transfer students.

Table 7

CUYAHOGA COMMUNITY COLLEGE HOURS ACCEPTED AT CLEVELAND STATE AND KENT STATE UNIVERSITIES (1979-1984)

	CLEVELAND STATE		KENT STATE*	
	ENTERING CLASS OF 1979	ENTERING CLASS OF 1984	ENTERING CLASS OF 1979	ENTERING CLASS OF 1984
Average Hours earned	66.39	73.71	N/AV	N/AV
Average Hours accepted	46.48	54.84	N/AV	N/AV
Percent Accepted	70.0%	74.4%	N/AV	N/AV
Average Credits First Term (receiving institution data)	N/AV	51.23	N/AV	57.73

*Kent State has been adjusted to quarter hours

One explanation for the increase of credits accepted upon transfer at the schools is student use of the College's Transfer guides available to, and used with them at Cuyahoga Community College for the purpose of transfer planning. In 1984 53% of the students transferring to Cleveland State responded that they had used the transfer guides. Twenty-six percent of those using the guides said that the guides helped increase the number of credits which transferred. Additionally, 65% said that the guides helped reduce guesswork by allowing them to avoid non-transferable courses.

Which Cuyahoga Community College courses do students feel should be accepted for transfer?

A possible contributing factor to retention is the non-transferrability of courses. As shown in Table 10, a number of courses were not acceptable for transfer credit at Cleveland State and Kent State Universities. Tne data was gathered from a student survey and represents student perceptions of what courses they thought should have transferred (but did not transfer) from Cuyahoga Community College.

Table 8
STUDENT REPORT OF COURSES WHICH DID NOT TRANSFER

	YEAR REPORTED
Accounting 121, 221, 222, 231, 232 266, & 267	79,84
Architectural Drawing 121, 122	79
Art 140	84
Aviation Technology 121	79,84
Business Administration 108,130,131,213,214,220	79,84
Community Mental Health Technology 121-251	79
Data Processing 110,122,123,270	84
Dietetic Technology 111-254	79,84
Early Childhood Education 101,102	79
Economics 100	84
Electrical-Electronic Engineering Technology*	79
Health 100,101	79,84
Manufacturing Industrial Technology	79
Mathematics 091-095, 101,102,105,107	79
Medical Laboratory Technology 100-102	79,84
Medical Record Technology 102	79,84
Music 100,101	79,84
Nursing 125-130	79,84
Office Administration 110,111,112,210	79,84
Physical Education 103-169	79,84
Physics 101-103	79,84
Psychology 101	84
Real Estate 101 & 121	79
Social Science 103-105	79,84
Sociology 101 & 121	79,84

*Applies toward Cleveland State University Bachelor of Science in Technology but not the Bachelor of Science in Engineering.

Students reported that similar, but fewer courses did not transfer in 1984 compared to 1979. Update and use of transfer guides may be the source of the effect. More than half (54.4%) of the students transferring in 1984 reported using the transfer guides. Fourteen percent of such users reported that this helped to increase the number of hours accepted by the receiving four-year school.

How academically successful are students at the four year institutions to which they transfer?

There are a number of indicators of the academic success of students who transfer to four-year institutions. These include graduation, retention and academic performance rates.

The first indicator of academic success is the number of degrees awarded to transfer students. The 1979 transfer study covered a period of approximately 3 years (12 quarters). During that period 32.4% (139) of students who had transferred to Cleveland State had obtained Bachelor's degrees. The 1984 transfer study covers a period of only 6 quarters. The number of degrees are, therefore, fewer. Cleveland State data indicates that although only 14 students had received Bachelor's degrees by Winter of 1986, another 54 students were within two quarters (30 credits) of obtaining baccalaureate degrees. Projections based on 1979 transfer study indicates that over a 12 quarter period, about 163 or 35% of the 1984 transfer students would gain baccalaureate degrees. Assuming that students would average 12 credits over six quarters, 163 of them have earned enough credits to be within 6 quarters of obtaining a degree. This projection will be 'tested' in the 1987 follow-up data for this group of students.

The graduation rate for students attending Kent State is influenced by a semester system. Students who transferred to Cleveland State in 1979 had the advantage of an additional two terms to earn credits towards a degree. Kent State students had only three semesters. There were, therefore, no graduates yet reported at the time data were collected in 1981 for 1979 transfers from Cuyahoga Community College to Cleveland State University.

A second indicator of academic success for transfer students is their grade point average. Transfer students at Cleveland State and Kent State Universities show increasing GPAs as they progress at each university. Table 9 presents a comparison of average GPAs for students at Cleveland and Kent State Universities after varying durations of enrollment at these two major receiving institutions.

Table 9

GRADE POINT AVERAGE OF CUYAHOGA COMMUNITY COLLEGE STUDENTS AFTER TRANSFER TO CLEVELAND AND KENT STATE UNIVERSITIES (1979 AND 1984)

Enrollment Duration	ENTERING CLASS OF 1979	ENTERING CLASS OF 1984
	CLEVELAND STATE	
1 term	2.36	2.36
1 year	2.54	2.43
6 quarters	2.70	2.69
9 quarters	2.66	
11 quarters	2.73	
Graduation rate	32.4% (139)	3.1% (14)
	KENT STATE	
1 semester	1.20	1.91
2 Semesters	1.53	1.73
3 Semesters	1.91	2.59
4 Semesters	2.44	
5 Semesters	2.69	
6 Semesters	2.87	
7 Semesters	2.36	
8 Semesters	2.83	
Graduation Rate	28.4% (46)	0% (0)

As transfer students become more acclimated to the four-year university environment and expectation, their GPA's tend to rise. Such an increase may also be attributed in part to the "career" nature of the courses and the degree of their interest in course content. The increase in GPA is evident for students at both Cleveland and Kent State Universities. It is also noteworthy, though not yet explainable that the Kent State transfers of 1984 also show a greater overall gain in GPA than the group which transferred there from Cuyahoga Community College in 1979.

A third measure of academic success is the retention rates for transfer students. Table 10 describes this data for students who transferred to Cleveland State University in Kent State University in 1979 and 1984.

Table 10

RETENTION RATES FOR STUDENTS WHO TRANSFERRED FROM CUYAHOGA COMMUNITY COLLEGE TO CLEVELAND AND KENT STATE UNIVERSITIES (1979 and 1984)

CLEVELAND STATE

NUMBER OF TERMS ATTENDED	ENTERING CLASS OF 1979*	ENTERING CLASS OF 1984 NBR	PCT
0 term		13	2.8%
1 term	DATA NOT	73	15.8%
2 terms	AVAILABLE	47	10.1%
3 terms		82	17.7%
At least 3 terms		329	71.3%
4 terms	DATA NOT	46	10.0%
5 terms	AVAILABLE	119	25.6%
6 terms		82	17.7%
	462		
Graduation Rate	32.4%		0%

*1979 data was not available from Cleveland State

KENT STATE

Number of Terms Attended	Entering Class of 1979* NBR	PCT	Entering Class of 1984 NBR	PCT
1 Semester	26	16.0%	18	13.2%
2 Semesters	33	20.3%	32	23.5%
3 Semesters	14	8.6%	86	63.2%
At least 3 Semesters	103	63.7%	86	63.2%
4 Semesters	25	15.4%		
5 Semesters	11	6.8%		
6 Semesters	21	13.0%		
7 Semesters	6	3.7%		
8 Semesters	26	16.0%		

As Table 10 shows the retention rates of transfer students after completed terms did not change very much over the two studies. More than 63% of the students at Cleveland State and Kent State Universities

attended at least three terms or semesters. The retention rate at Kent State (63%) is less than the retention rate at Cleveland State (71%). Retention rates by race and sex were available from Kent State University but were not provided by Cleveland State. This data is shown in Table 11.

Table 11
RETENTION RATES BY RACE AND SEX FOR CUYAHOGA COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED TO KENT STATE UNIVERSITY AFTER 3 SEMESTERS (1979 and 1984)

	ENTERING CLASS OF 1979		ENTERING CLASS OF 1984	
RACE	NBR	PCT	NBR	PCT
Black	26	69.2%	21	43%
White	132	62.1%	113	68%
SEX				
Female	98	66.3%	74	58%
Male	64	59.4%	63	69%
Overall Retention Rate		63.6%		63%

This data, is adjusted to three semesters. The 1979 data, although accurate, was gathered over a longer period of time allowing students to "stop in" and out of Kent State. The 1984 data was gathered over consecutive terms. Comparisons between students who enrolled at each of the two points are therefore somewhat incomparable. What is clear, however is that black and female students are more likely to at least stop their college educations and perhaps discontinue altogether sooner than other groups. Other studies have shown that students tend to drop out for financial and personal reasons rather than academic reasons. Black and female transfer students therefore require a wider range, and perhaps more extensive use of available academic, but especially non-academic college and other support services.

Student Evaluation of Transfer Experience

For both 1979 and 1984, students transferring from Cuyahoga Community College to Cleveland State University were asked to rate their experience with regard to the quality of instructors and support services, criteria concerning courses offered, and their overall impression of the two colleges. The results are presented in Table 12.

Although the entering 1979 Cleveland State University class rated Cleveland State University instructors higher than Cuyahoga Community College instructors on knowledge of material, the 1984 class ranked instruction at both schools similarly. On capability to teach, openness to student ideas, availability to students, and helpfulness, the instructors at Cuyahoga Community College were, however, rated higher than their Cleveland State University counterparts.

In assessing other areas of support services, tutoring and counseling services, Cuyahoga Community College was rated higher by both groups of students than those same services at Cleveland State University. Scheduling of classes, class availability, and ease of registering for courses were also more highly rated at Cuyahoga Community College. Cleveland State was rated more highly on the relevance of the courses to educational and employment goals and on difficulty of the courses. By their third year, students have completed general requirements and would indeed find the career-oriented courses required for the baccalaureate degree more relevant. Sufficiently, may well speak to the standards of the University in preparing its students for employment and graduate studies.

The overall impression of the students regarding Cuyahoga Community College as well as their general recommendations of the College were higher than for Cleveland State.

Table 12

STUDENT RATINGS OF CUYAHOGA COMMUNITY COLLEGE AND CLEVELAND STATE UNIVERSITY SUPPORT SERVICES BY TRANSFER STUDENTS (1979 AND 1984)*

ITEMS RATED	ENTERING CLASS OF 1979		ENTERING CLASS OF 1984	
Instructors:	CCC	CSU	CCC	CSU
Knowledge of material	4.07	4.12	4.19	4.18
Expectations of Student	3.63	3.78	3.74	3.73
Capability to teach/explain	3.96	3.70	4.08	3.59
Openness to Student Ideas	3.72	3.30	3.87	3.47
Availability to meet with students	3.89	3.36	4.03	3.26
Helpfulness with career plans	3.43	3.26	3.58	3.43
Support Services				
Tutoring for individuals	4.00	3.30	3.91	3.15
Counseling regarding personal matters	3.61	3.10	3.53	3.00
Counseling regarding academic matters	3.67	3.19	3.75	3.35

Table 12 (contd)

STUDENT RATINGS OF CUYAHOGA COMMUNITY COLLEGE AND CLEVELAND STATE UNIVERSITY SUPPORT SERVICES BY TRANSFER STUDENTS (1979 AND 1984)*

ITEMS RATED	ENTERING CLASS OF 1979		ENTERING CLASS OF 1984	
Courses				
Scheduling - available at convenient times	3.89	3.25	3.89	3.31
Availability of needed courses	3.61	3.39	3.76	3.07
Ease of registering	3.70	3.24	3.91	3.06
Relevance to educational/-employment goals	3.75	3.80	3.80	3.87
Difficulty	3.18	3.60	3.19	3.69
College				
Overall impression	4.08	3.69	3.96	3.78
Would Recommend to others	4.17	3.70	4.17	3.50

*Ratings are represented on a scale of 5 = excellent to 1 = poor.

VI. CONCLUSION

The purpose of periodic and regular student transfer follow-up studies is to gather information and provide insight into the quality and effectiveness of the transfer curricula and support services offered by Cuyahoga Community College. A comparison of the data from the two studies involving students who transferred to two, major, receiving institutions in 1979 and 1984 reveals that the College has improved its curricula and services in many respects, and must continue to strive for additional enhancement of the transfer process in those areas still in need of refinement. With the emergence of the Center for Articulation and Transfer Opportunities, many of these improvements are already underway.

Particular attention should be paid to those black students who, as part of their educational goal, consider transferring to Kent State University. Unlike in 1979 at 60%, the black retention rate in 1984 at Kent State University was only 43%. Again, it becomes necessary to provide these students with a wide range of supportive services to aid in their decision making process. Efforts must also be made to increase the number of female transfer students, as this percentage is in decline at both Cleveland and Kent State Universities.

It is encouraging to note that both schools reported accepting more transfer hours from Cuyahoga Community College transfer students in 1984 than in 1979. Additionally, Cuyahoga Community College transfer students show a constant improvement in GPA the longer they attend the four-year school. Finally, fewer courses were reported by students as being non-transferable in 1984 than in 1979. Students also reported that the transfer guides helped them to avoid course confusion, and increase the number of credits accepted.

Cuyahoga Community College

TRANSFER STUDENT FOLLOW-UP QUESTIONNAIRE

May, 1986

Dear Former CCC Student,

We here at Cuyahoga Community College are pleased that our program has been part of your educational plans. Students come to the College for a variety of reasons. Many, like you, later enroll in four-year schools.

Last Fall alone over 1,000 students who had taken classes at the College registered for the first time at 4-year colleges and universities to continue classes toward advanced degrees. With the every increasing press for improved technical and professional skills, along with the increasing cost of education, we expect that this trend will increase even further.

We here at the College would like to better understand the experiences of students before as well as after they transfer to four-year schools. Such a study will provide us with useful information as we do our best to ensure the effectiveness of our transfer curricula and of our support to students as they make these plans for further study.

We need your help to effectively answer many of the questions we wish to ask for this purpose. Please take a moment to answer the questions contained in the enclosed questionnaire.

We wish you the very best in reaching your education and career goals. If we can assist you in any way, please do not hesitate to call us.

Sincerely,

Janet D. Smith, Ph.D.
Assistant Vice President
Institutional Planning and Research

JDS/ded
Enclosure

AS YOU PLANNED TO TRANSFER...

1. When did you first decide to transfer to a four-year school?
   - ☐ Before starting classes at CCC
   - ☐ During attendance at CCC
   - ☐ After leaving CCC

2. What was the single most important factor leading to your decision to transfer from CCC to a four-year school?
   - ☐ Major not available at CCC
   - ☐ Need four-year degree for job market
   - ☐ Felt more confident about going on after attending CCC
   - ☐ Had received all transfer credits I could
   - ☐ Other, please specify _____

     _____

3. Did you make use of a Transfer Guide in planning to take courses at CCC?
   - ☐ No
   - ☐ Yes

4. If your answer is Yes to #3, in what way was it most helpful?
   - ☐ Increased the number of courses which were accepted for transfer
   - ☐ Reduced the guesswork from courses I would otherwise have taken
   - ☐ Other, please specify _____

     _____

5. Did you at any time talk with a CCC counselor about your intention to transfer?
   - ☐ Yes

     If yes, approximately how many times?
     - ☐ 1-3 times
     - ☐ 4-8 times
     - ☐ 9 or more times
   - ☐ No, I did not discuss my intent to transfer with a CCC counselor

6. If your answer to #5 was Yes, how would you rate the assistance you received in planning for courses and other information that would help you transfer?

- ☐ Extremely helpful
- ☐ Very helpful
- ☐ Somewhat helpful
- ☐ Not at all helpful

7. In planning to transfer, did you talk to a counselor located at the four-year school to which you transferred?

- ☐ Yes
- ☐ No

If Yes, when?

- ☐ While still attending at CCC
- ☐ Before transferring to new school but after leaving CCC
- ☐ After enrolling at the four-year school

8. If your answer to #7 above was Yes, how would you rate the help you recieved from the counselor at the four-year school?

- ☐ Extremely helpful
- ☐ Very helpful
- ☐ Somewhat helpful
- ☐ Not at all helpful

BEFORE YOU TRANSFERRED...

9. Did you receive a degree at CCC before you transferred to a four-year school?

- ☐ Yes
- ☐ No

If Yes, what degree?

- ☐ AA
- ☐ AAS
- ☐ AAB

10. What was your major at CCC? _____

- ☐ Undecided

11. How many credit hours did you complete at CCC before you transferred?

_____ hours

WHEN YOU TRANSFERRED...

12. How many credit hours completed at CCC were accepted for transfer by the four-year college you now attend?

_____hours

13. How satisfied were you with the number of credit hours that transferred?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

14. List the name (and numbers if you can recall them) of any courses that were not accepted for transfer at the four-year school.

_____

_____

_____

_____

15. When you took the courses you listed in #14 did you expect that any of these would transfer?

- ☐ Yes
- ☐ No

If Yes, please list which ones:

_____

_____

_____

_____

16. Please state any reason(s) why you feel that your new school should have accepted any specific course that was not accepted.

_____

_____

_____

_____

_____

SINCE YOU HAVE TRANSFERRED...

17. Have there been any upper-level courses for which you have felt very unprepared but for which you feel a course taken at CCC should have better prepared you?

☐ Yes ☐ No

If Yes, please list:

_____

_____

_____

18. Have you experienced any (other than that given above) academic related difficulty at the new school that you feel could have been helped by your attendance at CCC?

☐ Yes ☐ No

If Yes, please explain:

_____

_____

_____

19. Please rate each of the items listed below. On the left hand side, rate the item as you remember your experience at CCC. On the right hand side, rate the item as you think about the four-year school you now attend.

AT CUYAHOGA COMMUNITY COLLEGE						AT THE FOUR-YEAR SCHOOL YOU NOW ATTEND				
EXCELLENT 5	GOOD 4	AVERAGE 3	FAIR 2	POOR 1	INSTRUCTORS	EXCELLENT 5	GOOD 4	AVERAGE 3	FAIR 2	POOR 1
					Knowledge of material					
					Expectations of Student					
					Capability to teach/ explain course material					
					Openness to other student ideas					
					Availibility to meet with students					
					Helpfulness with career plans					

AT CUYAHOGA COMMUNITY COLLEGE						AT THE FOUR-YEAR SCHOOL YOU NOW ATTEND				
EXCELLENT 5	GOOD 4	AVERAGE 3	FAIR 2	POOR 1	SUPPORT SERVICES	EXCELLENT 5	GOOD 4	AVERAGE 3	FAIR 2	POOR 1
					Tutoring for individuals					
					Counseling regarding personal matters					
					Counseling regarding academic matters					
					Career Assessment					
					College Orientation Program					
					COURSES Scheduling - available at hours convenient to you					
					Availability of needed courses					
					Ease of registering/ changing courses					
					Relevance to your educational/employment goals					
					Difficulty					
					FINANCIAL AID SERVICES Assistance in applying for financial aid					
					Financial Aid Award					
					COLLEGE Your overall impression					
					Recommendation to others					

20. What are your general education plans for the future (3 years hence)

CHECK ALL THAT APPLY:

- ☐ Attend classes part-time
- ☐ Attend classes full-time
- ☐ Complete BA/BS major
- ☐ Uncertain about future education
- ☐ To study toward a higher degree
- ☐ To become employed
- ☐ To change to a different career
- ☐ Other, please specify _____

_____

Thank you for taking part in our follow-up study of students who transfer to four-year schools.

ERIC Clearinghouse for
Junior Colleges
APR 17 1987